

SC Annual School District Report Card Summary

Orangeburg Consolidated School District 5 School District

Grades: PK-12 Enrollment: 6,856

Superintendent: Cynthia Wilson Board Chair: Mary Ulmer

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL A	ACCOUNTABILITY RATING SYSTEM
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	Average	Average	N/A	N/A	В	N/A
2011	Average	Excellent	N/A	N/A	Not Met	CA
2010	Below Average	At-Risk	N/A	N/A	Not Met	CA

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
1	2	9	2	5

^{*} Ratings are calculated with data available by 11/07/2012. Districts with Students Like Ours are Districts with Poverty Indices of no more than 5% above or below the index for this district.

PASS					
PASS	2012 Reading	2012 Math	2012 Science	2012 Social Studies	2012 Writing
	% Met or above	% Met or above	% Met or above	% Met or above	% Met or above
District	62.0%	61.2%	60.3%	66.8%	66.4%
Districts with Students Like Ours**	60.3%	58.6%	54.9%	59.4%	59.8%
Average District	74.9%	74.3%	72.1%	74.8%	74.0%

PASS	2012 Reading	2012 Math	2012 Science	2012 Social Studies	2012 Writing
	%Exemplary	%Exemplary	%Exemplary	%Exemplary	%Exemplary
District	26.6%	21.8%	14.5%	21.7%	26.0%
Districts with Students Like Ours**	25.3%	19.5%	11.5%	17.5%	21.3%
Average District	42.7%	36.3%	24.8%	34.6%	37.3%

HSAP			
HSAP: 2nd Year Students	Passed 2 Subtests (%)	Passed 1 Subtest (%)	Passed No Subtests (%)
District	74.0%	15.1%	11.0%
Districts with Students Like Ours**	65.9%	18.4%	15.7%

HSAP Passage Rate by Spring 2012	2 (%)
District	88.1%
Districts with Students Like Ours**	86.4%

End of Course Test Passage Rate (%	%)
District	53.1%
Districts with Students Like Ours**	49.5%

On-Time Graduation Rate (%)	
District	73.5%
Districts with Students Like Ours**	74.2%

^{**} Districts with Students Like Ours are districts with Poverty Indices of no more than 5% above or below the index for this district.

NAEP*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.

READING - GRADE	= <i>1</i> (2011)				
INLADING - GNADI	- 4 (2011)				
South Carolina	39	33	22	6	
Nation	34	34	25	7	
READING - GRADE	E 8 (2011)				
South Carolina	28	45		25	2
Nation	25	43		29	3
	% Below Basic	% Basic, Proficie	ent, and A	dvanced	
■ Below Basic □ Ba	sic Proficient	■ Advanced			
MATH – GRADE 4 ((2011)				

	(,			
South Carolina	21	43	31	5
Nation	18	42	33	6
MATH - GRADE 8	3 (2011)			
South Carolina	30	38	25	7
Nation	28	39	26	8
	% Below Basic	% Basic, Proficient,	, and Advanc	ed
■ Below Basic □ E	Basic 🔲 Proficie	ent Advanced		

SCIENCE – GR	ADE 4 (2009)	i			
South Carolina		28	38		33	1
Nation		29	39		32] 1
SCIENCE – GR	ADE 8 ((2009)				
South Carolina		45	32	22	1	
Nation		38	33	2	8 1	
	9,	6 Below Basic	% Basic, Profic	ient, and	Advanced	
Below Basic	☐ Basic	☐ Proficient	Advanced			

SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Orangeburg Consolidated School District 5 School District DISTRICT PROFILE

Attendance rate Served by gifted and talented program N/AV Nith disabilities other than speech N/A Nith disabilities of the than	Down from 4.9% Ito Change It/AV It/AV It/AV It/AV It/AV Ito Change It/A Ito Change It/A Ito From 23.7% Ito prom 78 Ito Own from 44 Ito Own from 44 Ito Own from 2.8%	2.3% 96.0% N/AV N/AV N/AV 0.8% 2.4% 35.7% 29.2% 37	2.0% 96.1% N/AV N/AV N/AV 0.6% 13.5% 49.9% 30.3% 59
Attendance rate Attendance rate Served by gifted and talented program N/AV N/Ith disabilities other than speech N/Ith disabilities of the speech than speech N/Ith disabilities of the speech than speech N/Ith disabilities of the speech than	lo Change II/AV II/AV II/AV II/AV II/A II/AV II/A	96.0% N/AV N/AV N/AV 0.8% 2.4% 35.7% 29.2% 37	96.1% N/AV N/AV N/AV 0.6% 13.5% 49.9% 30.3% 59
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Older than usual for grade Out-of-school suspensions or expulsions for violent and/or criminal offenses Cirrolled in AP/IB programs Successful on AP/IB exams Einrolled in adult education GED or diploma Orograms Completions in adult education GED or diploma Orograms Orogr	J/AV Jp from 0.2% Io Change I/A Jp from 23.7% Jp from 78 Jown from 44 Jown from 2.8%	N/AV 0.8% 2.4% 35.7% 29.2% 37	N/AV 0.6% 13.5% 49.9% 30.3% 59
Dut-of-school suspensions or expulsions for violent and/or criminal offenses Enrolled in AP/IB programs Successful on AP/IB exams Eligible for LIFE Scholarship Enrolled in adult education GED or diploma orograms Completions in adult education GED or diploma orograms Completions in adult education GED or diploma orograms Annual dropout rate Teachers (n=488) Feachers with advanced degrees Continuing contract teachers Continuing contract teachers N/AV Nereacher returning from previous year Feacher attendance rate 96.5% Ugacancies for more than nine weeks Classes not taught by highly qualified teachers 2.5% Ugacancies for more than or the weeks Classes not taught by highly qualified teachers District Superintendent's years at district Equipment of the properties of the properties of the prime instructional time Collars spent per pupil** \$11,437 Ugash Ugach	Jp from 0.2% Io Change II/A Jp from 23.7% Jp from 78 Down from 44	0.8% 2.4% 35.7% 29.2% 37	0.6% 13.5% 49.9% 30.3% 59
U-4%	John Prom 23.7% John Prom 78 John Prom 44 John Prom 2.8%	2.4% 35.7% 29.2% 37	13.5% 49.9% 30.3% 59
Successful on AP/IB exams	JI/A Up from 23.7% Up from 78 Down from 44 Down from 2.8%	35.7% 29.2% 37	49.9% 30.3% 59
Eligible for LIFE Scholarship Enrolled in adult education GED or diploma programs Completions in adult education GED or diploma arograms Annual dropout rate Teachers (n=488) Feachers with advanced degrees Continuing contract teachers Feachers returning from previous year Feacher sturning from previous year Feacher attendance rate Average teacher salary* Vacancies for more than nine weeks Professional development days/teacher District Superintendent's years at district Superintendent's years at district Superintendent's years at district Prime instructional time Sollars spent per pupil** \$1,437 U	Up from 23.7% Up from 78 Down from 44 Down from 2.8%	29.2% 37 18	30.3% 59 31
Enrolled in adult education GED or diploma programs Completions in adult education GED or diploma and programs Annual dropout rate Teachers (n=488) Feachers with advanced degrees Continuing contract teachers Continuing contract teachers Feacher returning from previous year Feacher attendance rate Average teacher salary* Acaancies for more than nine weeks Classes not taught by highly qualified teachers Professional development days/teacher District Superintendent's years at district Superintendent's years at district Superintendent's years at district Prime instructional time Sollars spent per pupil** S11,437 U	Up from 78 Down from 44 Down from 2.8%	37 18	59 31
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Annual dropout rate Teachers (n=488) Teachers with advanced degrees Continuing contract teachers Preachers returning from previous year Feacher attendance rate Average teacher salary* Avacancies for more than nine weeks Classes not taught by highly qualified teachers District Superintendent's years at district Classes ratio in core subjects Prime instructional time Superintendent in the public of the property of the public of	Oown from 2.8%		
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Feachers with advanced degrees 73.2% D. Continuing contract teachers N/AV N. Feachers returning from previous year 86.0% D. Feacher attendance rate 96.5% U. Average teacher salary* \$47,241 D. Average teacher salary* \$47,241 D. Classes not taught by highly qualified teachers 2.5% U. Classes not taught by highly qualified teachers 19.0 days D. D. Classes in taught by highly qualified teachers 2.5% U. D. Classes not taught by highly qualified teachers	lown from 75 3%		2.7%
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Teachers returning from previous year 86.0% Discrict	/01111110111111011011	58.6%	62.4%
Feacher attendance rate 96.5% U Average teacher salary* \$47,241 D /acancies for more than nine weeks 1.4% U Classes not taught by highly qualified teachers 2.5% U Professional development days/teacher 19.0 days D District Superintendent's years at district 2.0 U Student-teacher ratio in core subjects 21.7 to 1 U Prime instructional time 88.8% U Dollars spent per pupil** \$11,437 U	I/AV	N/AV	N/AV
Average teacher salary* \$47,241 D. //acancies for more than nine weeks 1.4% U. Classes not taught by highly qualified teachers 2.5% U. Professional development days/teacher 19.0 days D. District Superintendent's years at district 2.0 U. Student-teacher ratio in core subjects 21.7 to 1 U. Prime instructional time 88.8% U. Dollars spent per pupil** \$11,437 U.	own from 86.8%	87.8%	91.1%
/acancies for more than nine weeks	Jp from 94.9%	94.7%	95.1%
Classes not taught by highly qualified teachers Professional development days/teacher District Superintendent's years at district Substitut Superintendent's years at district 2.0 U Student-teacher ratio in core subjects Prime instructional time 88.8% U Dollars spent per pupil** \$11,437	own 3.0%	\$43,749	\$46,595
Professional development days/teacher 19.0 days District Superintendent's years at district 2.0 U Student-teacher ratio in core subjects 21.7 to 1 U Prime instructional time 88.8% U Dollars spent per pupil** \$11,437 U	Jp from 0.8%	0.5%	0.1%
District 2.0 U Student-teacher ratio in core subjects 21.7 to 1 U Prime instructional time 88.8% U Dollars spent per pupil** \$11,437 U	Jp from 1.7%	3.3%	2.1%
Superintendent's years at district 2.0 U Student-teacher ratio in core subjects 21.7 to 1 U Prime instructional time 88.8% U Dollars spent per pupil** \$11,437 U	own from 19.1 days	12.6 days	12.4 days
Student-teacher ratio in core subjects 21.7 to 1 UPrime instructional time 88.8% UDollars spent per pupil** \$11,437 U			
Prime instructional time 88.8% U Dollars spent per pupil** \$11,437 U	Jp from 1.0	2.0	3.0
Pollars spent per pupil** \$11,437 U	Jp from 20.8 to 1	20.8 to 1	21.7 to 1
	Jp from 87.3%	88.9%	89.9%
Percent of expenditures for teacher salaries** 47.9% December 1.5 Dece	Jp 0.1%	\$10,494	\$8,866
	own from 49.5%	48.7%	53.1%
Percent of expenditures for instruction** 51.2% December 251.2%	own from 51.8%	52.1%	55.9%
Opportunities in the arts Excellent N	lo Change	Good	Excellent
Number of schools 14 N	lo Change	5	9
Portable classrooms 0.4% N	lo Change	2.4%	1.4%
Number of schools with SACS accreditation 14.0 N	lo Change	5.0	8.0
3		96.8%	99.5%
Average administrator salary \$80,717 U	Jp from 99.4%	\$69,940	\$77,744
Number of charter schools 0 N			0
ESEA composite index score 82.6 N	lp 2.4% lo Change	0 63.5	

RESIDENTIAL TREATMENT FACILITIES STUDENT PERFORMANCE

	PASS	HSAP	End-of-Course Tests
Passage Rate	N/A	N/A	N/A

CHARTER SCHOOLS IN DISTRICT

School Name	Absolute Rating	Growth Rating	ESEA Grade
There are no charter schools in this district.			

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites.

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REPORT OF SUPERINTENDENT

Orangeburg Consolidated School District Five exists to increase learning opportunities for boys and girls who live in our community. Our primary goal remains the same, which is to build a world-class school system the entire community can be proud of. We remain steadfast in our belief that it is important to build a system that improves student outcomes and helps children reach their full potential. While our state test scores reflect we are headed in the right direction academically; we acknowledge and understand we have not reached our goals yet.

Of critical importance is our vision to create and nurture a World-Class culture of teaching and learning. Everyone working in the district has to have an unwavering commitment to its development and execution of this goal. Our world-class culture of teaching and learning is guided by five Teaching and learning Domains, known as the Five I's: Instruct, Inform, Intervene, Improve and Include. Across the District, we want to explore better ways of assisting students with grasping concepts and understanding instruction. The Instruct Domain encompasses curriculum, planning, instruction, assessment and classroom environment. We must ensure that we know the expected outcome of any task that is approached or any assignment that is given. Rigorous instruction will go a long way toward creating student leadership in our classrooms and toward preparing our students for success on the next level.

Inform, the second major domain, demands that instruction is driven by the data retrieved. Educators must know and make determinations on the two types of data we rely on quantitative, which is numeric and measurable, and qualitative, which is individual and situational. When educators make use of the varied data sources, it allows them to know whether students grasped the instruction received and provides unique opportunities for educators to Intervene on a student's behalf. The Intervene Domain enables us to determine who needs intervention and who will provide it; the resources available to us, and which are needed; what do we expect from the intervention; and who will determine and monitor the success of the intervention. One of the most important determinations of an intervention is what we do when a student has been successful. It is critical for us as educators to devise plans for our high achieving students, so they may continue to master the skills taught.

The Improve Domain takes on the challenge of and commitment to continuous improvement as a school district, which includes acceleration of student mastery, building on human capital, progress monitoring, providing state-of-the-art resources, and ensuring that every student is safe. Improvement is not a one-time destination, but a constant and never ending journey by district personnel along with all stakeholders. The final domain, Include, begs for involvement from all stakeholders in the district. For our students to be global, productive citizens, the involvement and engagement of all OCSD5 constituencies is absolutely essential. OCSD5 is committed to creating opportunities for community members to share their wisdom and experiences because our collective knowledge is by far more powerful than any one person's. As a district we will open our doors to the community at large, so together we can Build a World-Class School System of which we are all

Cynthia Wilson, Superintendent

^{**} Prior year audited financial data available